



Candidate for Minnesota Senate District 49

Jun 24, 2026

Yes/No questions

1. Have you visited a public school in your district in the past year?

Yes

Q2. ESP living wage: Will you support legislation to ensure that all education support professionals earn a living wage of at least \$25 an hour?

Yes

Q3. Due to significantly below-market compensation for teachers, most school districts in Minnesota are having difficulty filling teaching jobs, and state colleges report a continued decline in the number of graduates from teacher preparation programs. Would you support creating a minimum salary for all licensed Minnesota teachers of \$60,000 a year and an \$80,000 minimum salary for licensed teachers with 10 years of experience and a master's degree?

Yes

Q4. Will you support increasing state funding to ensure the financial sustainability of educator public pension funds, so the cost doesn't come out of workers' pockets?

Yes

Q5. Will you support improving teacher pensions, including an unreduced career rule, lowering penalties, and increasing cost of living adjustments for retirees?

Yes

Q6. Do you support the creation of and funding for the Educator Group Insurance Program (EGIP), which would give educators access to a mandatory statewide health insurance pool, just like other state workers?

Yes

Q7. Do you support dedicated funding for unemployment insurance for hourly school workers, and will you work against any efforts to repeal this benefit?

Yes

Do you support the following education funding priorities?

Q8a. Maintain the current automatic inflationary increase to the basic formula allowance, protecting funding increases from the erosion of inflation.

Yes

Q8b. SPED cross subsidy: Fully fund special education costs instead of relying on school districts to pay for them.

Yes

Q8c. EL cross subsidy: Fully fund the costs districts pay to provide quality English learner programs and instruction.

Yes

Q8d. Lower class sizes: Lower class sizes so teachers can give students more of the individual attention they need and deserve.

Yes

Q8e. Teachers of color: Fund programs to increase the number of teachers of color significantly so that teachers providing instruction better reflect the students in our classrooms.

Yes

Q8f. Student support: Defend Student Support Personnel Aid, which must be used for school nurses, social workers, counselors and psychologists.

Yes

Q8g. Defend against further cuts to school library aid, which is the only dedicated funding source for school libraries and media centers, including

Yes

Q8h. Early learning: Preserve and expand pre-Kindergarten options for all Minnesota families.

Yes



Q9. Would you commit to raising revenue to ensure the wealthiest corporations and richest households pay what they truly owe in taxes so every student, no matter what they look like or where they live, can attend a fully funded public school that prepares them to pursue their dreams?

Yes

Q11. Fully funded schools require adequate and stable revenues. Will you oppose tax cuts and carve outs that lower tax collections or narrow the tax base?

Yes

Q12. Efforts to address college affordability in the last two decades have resulted in 120% growth in the State Grant Program. One consequence of this high tuition/high aid model has been the chronic underfunding of the public college systems. Do you support returning to statutory funding levels for our public higher education institutions?

Yes

Q13. Another consequence of this high tuition/high aid model has been a significant amount of public money going to private colleges and universities. Do you support public dollars going solely to public higher education institutions?

Yes

Q14. Given nationwide attacks on higher education, do you support academic freedom and faculty control of curriculum?

Yes

Q17. Education Minnesota believes all students should have the freedom to feel safe, respected and welcomed in their public schools, no matter what they look like, no matter their country of origin, whether transgender or not. Do you agree?

Yes

Q18. Teachers need more time daily for planning and differentiating. Most after-school "prep" is filled with meetings. The current statute falls short of the time needed for preparing lessons. Will you support adjusting this statute to increase prep time?

Yes

Q19. Do you support paid, dedicated time outside of student contact time for special education teachers to complete their paperwork and attend required meetings?

Yes

Q20. Do you support increased reporting and transparency in worksite safety when reporting physical injuries and emotional trauma in the workplace?

Yes

Q21. The ability of workers to come together in a union and bargain collectively has been vital for reducing wage gaps by gender, building the middle class, and limiting wealth inequality in Minnesota. Do you support expanding and strengthening workers' rights to join a union and bargain collectively?

Yes

Q22. Will you oppose any legislation or constitutional amendments that would weaken collective bargaining rights, the right to organize, the right to strike, automatic payment of union dues, union access and activities at worksites or other anti-union policies backed by anti-worker groups?

Yes

Q23. Do you oppose state tax credits for private K-12 education tuition and expenses?

Yes

Q24. Will you support a moratorium on new charter schools until policy changes are made to ensure a stronger accountability system that will eliminate fraud and improve instructional and employment practices?

Yes

Q25. Will you reject all efforts to carve out, delay or rollback any aspects or benefits of the 2023 paid family medical leave law?

Yes

Q26. Do you support clarifying and strengthening workers' rights and protections in the paid family medical leave program?

Yes

Q1a. If yes: Which one? What were your observations from your visit? How will this experience inform your work as a legislator?

I was deployed overseas for much of the 2025–2026 school year as a Flight Surgeon with the Minnesota Air National Guard, which limited my opportunities to visit schools during the academic year. After returning home in January, I visited Eagle Ridge Academy and spoke with students about military service, public service, and my experiences abroad.

Before becoming a pediatrician, I taught high school special education, math, and science for three years and was a member of the National Education Association through the Todd County Education Association. Public education has shaped my family as well. My sister spent many years teaching in Saint Paul Public Schools and was an active member of Education Minnesota. These experiences have given me a deep appreciation for the work educators do every day on behalf of Minnesota's children.

What I take from these experiences is, first, how extraordinary our public schools and school staff are. Schools are places of community, hope, and opportunity. My family immigrated to this country, and I owe my Minnesota story to the public-school teachers who guided me through the American education system. One of the joys of this campaign has been reconnecting with the very teachers who helped shape my life and career, many of whom now support this campaign. I have also had the privilege of working alongside former students, now adults, and former colleagues who remain committed to public education and public service.

In my conversations with educators, parents, and school leaders, I have heard consistent concerns about student mental health, increasing behavioral and academic needs, special education funding pressures, staff recruitment and retention, and the impact of technology and social media on learning and well-being.

I am also frustrated that we ask schools to do so much while often failing to provide the resources they need. We expect schools and educators to be teachers, counselors, social workers, nutrition providers, mental health supports, and community hubs. Yet too often they are asked to meet these growing responsibilities without adequate staffing, funding, or support.

Q10. Education Minnesota believes in restoring fairness to the state tax code by raising revenue from the very wealthiest corporations and richest households and reducing the reliance on local levies to fund schools. What progressive, equitable ways to raise state revenue do you support?

Minnesota's tax system should reflect a simple principle: working families should not shoulder a larger share of the burden than the wealthiest households and corporations. I support progressive revenue measures that ask those who have benefited most from our economy to contribute more to the investments that make Minnesota strong.

That includes creating an additional state income tax bracket for households earning more than \$1 million annually, closing corporate tax loopholes, ensuring multinational corporations pay their fair share, and reviewing tax expenditures that no longer serve a clear public purpose. Over the last several decades, the greatest gains in income and wealth have accrued to those at the very top of the economic ladder. Asking the highest-income households to contribute somewhat more to support public education, health care, infrastructure, and other shared investments is both fair and fiscally responsible.

I also support reducing our overreliance on local property taxes and school levies to fund essential educational services. A child's educational opportunities should not depend on the property wealth of their community. Minnesota's students deserve excellent schools regardless of where they live or the wealth of their school district.

As a former teacher, pediatrician, parent, and the brother of a longtime Saint Paul Public Schools teacher and Education Minnesota member, I believe public education is one of the best investments we can make. We need stable, sustainable state revenue to fully fund our schools, reduce the special education cross-subsidy, support student mental health, provide competitive pay and benefits for educators and school staff, and ensure every student has access to a high-quality public education.

I support a tax code that rewards work, not just wealth, and that generates the revenue necessary to invest in education, health care, infrastructure, and the services Minnesota families rely on every day.

Q15. What individual or system-level decisions in education do you believe are appropriate to make based on standardized test scores?

Standardized tests can provide useful information about student learning and help identify achievement gaps, inequities, and areas where additional support and resources are needed. However, they offer only a snapshot of a student's knowledge and should never be the sole basis for decisions about student promotion, graduation, teacher evaluation, compensation, or school funding. The best educational decisions are informed by multiple measures, including classroom performance, student growth, educator expertise, and the unique needs of each community. As a former teacher, student member of the school board, and pediatrician, I believe assessments should be used primarily to support students and improve instruction, not to punish students, educators, or schools.



Q16. Most educators believe students should have access to a wide range of age-appropriate books that include relatable characters and situations that reflect the diversity of Minnesota families. However, certain politicians and big money groups are trying to remove books from school libraries across America, particularly books with LGBTQ+ characters or those that deal with racism in America. How should Minnesota protect its students' freedom to read?

Minnesota should protect students' freedom to read by trusting librarians, educators, and local communities to make age-appropriate decisions about curriculum and library collections. Students benefit from access to a wide range of books that reflect different experiences, cultures, identities, and viewpoints, including those of LGBTQ+ students and students of color. I oppose politically motivated book bans and efforts to censor ideas simply because some find them uncomfortable. As a former K12 teacher and current educator at the University, I believe educators and librarians, not politicians, are best equipped to guide students' introduction to literature and help them develop the critical thinking skills necessary for a healthy democracy. Parents should be partners in their children's education, but no individual parent should be able to restrict access to books for every other family.

Q27. How would you support schools, educators and students in recovering from the trauma and financial impacts that Operation Metro Surge inflicted upon our state, especially BIPOC communities?

Every child deserves to feel safe at school, regardless of where they were born or their family's immigration status. Schools should be places of learning, not fear. I support maintaining strong protections for schools as sensitive locations, requiring clear identification and judicial warrants for enforcement actions, and ensuring that students and families can access education without intimidation. Minnesota should continue to support policies that keep schools focused on education, not immigration enforcement, while ensuring educators have the resources to respond to student trauma and family instability. We must invest in school counselors, social workers, mental health services, multilingual family engagement, and academic supports for students whose learning has been disrupted. I also support emergency assistance for families facing sudden economic hardship due to detention or deportation, because children should not lose access to housing, food, health care, or educational opportunities because of federal immigration actions. As the child of immigrants, a former high school teacher, current educator at the University of Minnesota and a pediatrician, I believe every student deserves to feel safe, welcomed, and able to learn.